PEACE CORPS

# volunteer

MAY 1965

*Learning Farsi in Vermont*

*Branding Gnus in Tanzania*

**ANOTHER OPINION**

# Was It a True LIFE Story?

**By Joseph G. Colmen**

How serious are adjustment problems faced by the returning Peace Corps Volunteer?

Since the appearance of the *Life* article (March 23) on "The Re-Entry Crisis," newspaper columnists, parents of Volunteers and applicants, and college students have expressed concern over the question. Presenting a more positive view than *Life* were articles in *The New Yorker* and *Saturday Review* [THE VOLUNTEER, March and April, 1965].

There is no question that reacculturation, as the scientist calls it, is a serious process. At the same time it appears to be a natural one, varying only in the degree to which it affects the individual or the speed with which it occurs.

The *Life* story of frustration or disappointment back home was accurate as far as it went, but it failed to take cognizance of the more typical reactions of Volunteers. Robert Jarrett (St. Louis, Mo.), former Peace Corps Volunteer in British Honduras, summarized the feeling for many:

"Our use of the word 'frustration' doesn't necessarily mean the common connotation of surrender. We aren't just wringing our hands. Most are actively preparing for further work." He suggested the word "amazement" as a substitute for "frustration." The sudden realization of the monumental task of cultural change needed at home at first staggers the returnee, then excitement and impatience may set in before cold-blooded planning gets started.

James Brannon, a Volunteer from Boone, Iowa, who served in Ethiopia, wrote: "It is my opinion that any returned Volunteer who has a serious problem readjusting at home was probably poorly adjusted in his society before becoming a Volunteer; probably poorly adjusted in his Peace Corps situation overseas; and probably will always be poorly adjusted, wherever he might be. True, a certain amount of vague, undefined restlessness will be experienced by the returned Volunteer. I consider this a natural reaction."

### Most Are Employed

In the face of differing opinions, I sought some statistical data that might more nearly represent the attitudes and current position of the whole group. First, I felt it would be important to differentiate groups of Volunteers according to the time they have been back home, on the assumption that those back for a shorter time might be expected to feel the effects of cultural dislocation to a greater degree than those back for a longer period of time. I looked at reports of Completion-of-Service Conferences; at data completed by returned Volunteers in connection with their conference held at the State Department in Washington, D. C., on March 5-7; and at a small study of the academic performances of a sample of the first returnees who went back to school.

This is what I found:

• *Of Volunteers back home for three months or more, few are unemployed.* Employment status of 689 Peace Corps Volunteers who completed service in 1963 as taken from a Peace Corps Career Information Service survey shows 38 per cent are taking further education; 47 per cent are employed; 8 per cent are housewives or in military service; 1 per cent are unemployed (6 per cent didn't answer the questionnaire).

A March, 1965, C.I.S. study of 3222 Peace Corps Volunteers who completed service before December 31, 1964, shows that only 3.5 per cent were looking for employment. Many of these were Volunteers who completed school in January, 1965, or who had recently finished short-term assignments working for the Peace Corps or for an Eleanor Roosevelt Human Rights Internship.

Conclusion: With few exceptions, Volunteers back home for three months or more are *not* unemployed. If they express dissatisfaction, it is with the qualitative aspects of their jobs, and not because they have none. They are concerned that it is difficult to find jobs that offer challenge, responsibility, a chance to be creative, and an opportunity to use the qualities and experience they have acquired abroad.

• *Volunteers back home continue voluntary community service in a wide variety of ways, according to a survey by C.I.S.* Of all returned Volunteers, 52 per cent report that they are engaged in some form of voluntary community activity. Jobs range from the chairmanship of an educational committee of a state N.A.A.C.P. to advising a local chapter of Alcoholics Anonymous.

Conclusion: Voluntary-service work enables many Volunteers to continue the sense of challenge and commitment offered by overseas work, regardless of the nature of their primary activity.

• *"Finding employment" was not listed as a significant problem by the 2200 returnees who filled out a questionnaire prior to their recent Conference in Washington.* It was mentioned by only 7.5 per cent. Of greater concern were "difficulty of communicating Peace Corps experience" and "perceived provincialism of Americans on the world scene."

• *Returnees in school are doing better at school since they are back than they did before going overseas.* This fact comes from a survey taken by C.I.S. and the Peace Corps Division of Research.

For more than 100 Volunteers for whom it was possible to get comparative information, seven out of eight are getting higher grade-point averages.

• *Returnees came back, by and large, not as "angry young men" but with a more objective view of the*

*(Continued on back page)*

*Joseph G. Colmen is Deputy Associate Director of the Office of Planning, Evaluation, and Research. He joined the Peace Corps staff in May, 1961, and has served as Deputy Director of the Division of Selection and as Director of the Division of Research.*

**On the Cover**

TOP—In a language lab at the Experiment in International Living, Farsi instructor Hami Ahmed Sayed (right) helps Peace Corps Trainee Randolph Roberts (Pittsburgh, Pa.) with a translation. Story, page 7. BOTTOM—British and American Volunteers brand a gnu in the Ngorongoro Crater of Tanzania as part of research project on social habits of animals. Story, page 16.

Working in a hospital in a rebel-controlled sector of Santo Domingo are (from left) Peace Corps nurses Carol Brancich (St. Louis), Marie Jolokai (Allen Park, Mich.), and Arleen Serino (The Bronx, N.Y.). Along with five other Volunteer nurses, they worked with little rest through the month aiding wounded in hospitals cut off from regular food, power, and water supplies.

# Volunteers Play Neutral Role in Dominican Republic Strife

Through a month of fighting, 102 Peace Corps Volunteers remained in the Dominican Republic—34 in Santo Domingo, the capital of the small Caribbean land.

During the fighting in Santo Domingo, Volunteers went unharmed, crossing from zones occupied by junta forces and U.S. military units to rebel-controlled sectors, and back again. Their neutrality drew criticism from some quarters.

"Most of the soldiers don't understand that for the Peace Corps to be effective after the revolution it cannot take sides now," one staff member was quoted.

To some Dominicans, the sight of Peace Corps Volunteer nurses working in rebel hospitals was also puzzling.

"It is very strange," a wounded fighter said to one Volunteer nurse. "You care for us so we can go out and shoot your people."

On May 12, Warren W. Wiggins, Deputy Director of the Peace Corps, clarified the position of Volunteers:

"The United States Peace Corps in the Dominican Republic and in every nation where it serves is a people-to-people program. It represents the long-range interests of the U.S. Government in helping other peoples to achieve their aspirations. The Peace Corps avoids involvement in short-range objectives of political stability.

"Because of the nonpolitical nature of the Peace Corps—in concept and practice—its Volunteers have been able to function effectively among persons on all sides of the dispute in the Dominican Republic. The Volunteers are known as individuals and are trusted as personal friends."

This neutral role enabled Robert Satin, Peace Corps Director in the country, to act as an intermediary on several occasions, bringing about the release of two U.S. Marines and later three Navy Seabees who had been captured by rebel fighters.

In the early stages of the rebellion, the safety of Volunteers located in some areas of Santo Domingo was uncertain. Danger from troops and planes of the ruling military junta who threatened to strafe and bomb parts of the city brought evacuation of a few Volunteers.

One of the most dramatic rescues was brought about by Associate Peace Corps Director Roberta ("B.J.") Warren (Windom, Minn.), a former Volunteer who served in Peru from 1962-64, and Deputy Director John Guy Smith. Taking a blue Peace Corps carryall and taping large red-cross banners to it, they added red-tempera-stained sheets to the back of the vehicle and set out at high speed for the downtown area where two Volunteers, Vincent Botarelli (North Haven, Conn.) and Ray Burke (Woonsocket, R.I.), were stranded.

### Headquarters Abandoned

With B.J. Warren wearing a nurse's cap and stethoscope, Smith steered the ersatz ambulance through a battle zone with rebel and junta bullets flying, picked up the Volunteers and got safely back to Peace Corps headquarters on Independence Avenue in 15 minutes—a trip that under normal conditions took nearly twice that long.

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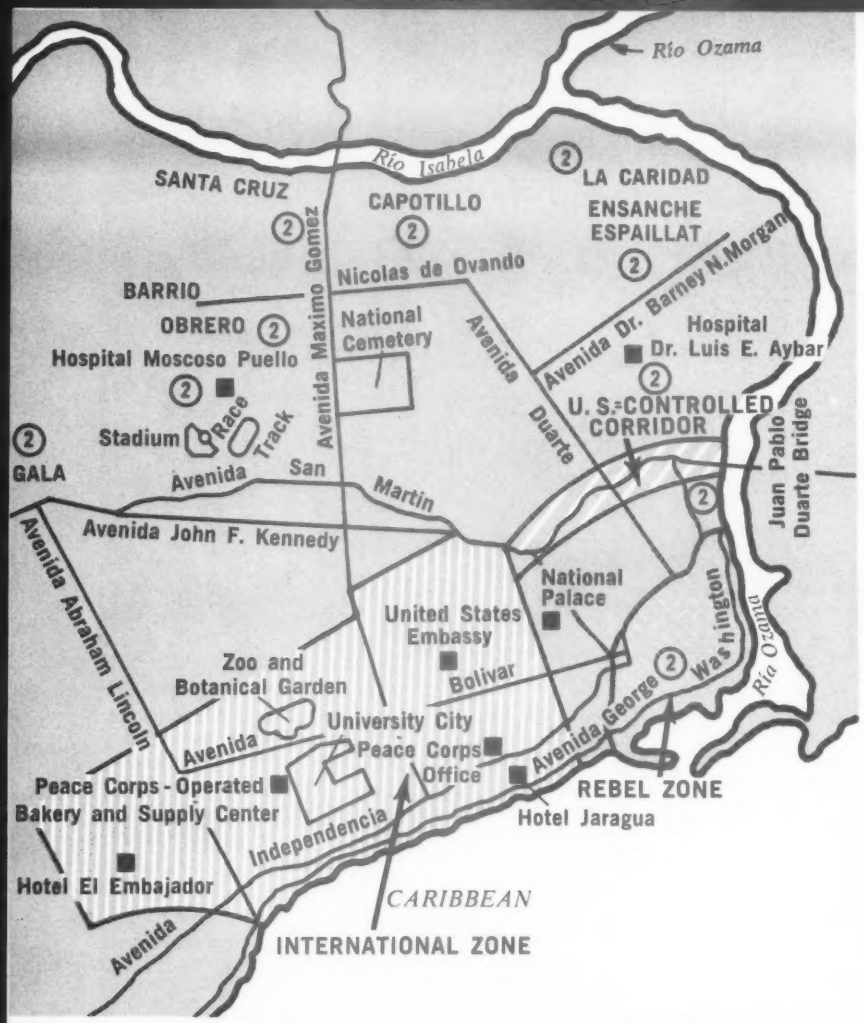



Map of Santo Domingo shows location of Peace Corps office and emergency bakery and supply center operated by Volunteers. Numbers in circles show where Volunteers were living in the city at the onset of the rebellion; shaded areas indicate international zone protected by American troops, and downtown zone held by rebels.

Other Volunteers in Santo Domingo walked to safer locations, including blind Volunteer Geer Wilcox (New Britain, Conn.), who had been teaching in a school for the blind.

Later in the first week of fighting, Peace Corps staff members and Volunteers had to abandon the headquarters building, an old two-story structure that once was a private home, and take refuge in the U.S. Embassy, a few blocks to the north, as sniper activity increased.

Throughout the fighting, staff members were able to keep in touch with Volunteers throughout the city by the municipal telephone system which—miraculously—did not fail, as did power and water supplies.

In the city's hospitals, eight Peace Corps nurses worked around the clock without sleep and with little food.

"I visited one hospital," a staff member said, "and found every bed filled and men lying on the floor. There was no food or water, but the only thing one Volunteer nurse asked for was cigarettes—she was out."

Peace Corps Director Satin wanted the nurses to leave the hospitals to get some rest, but they returned after a short absence. The sight of their return caused patients to cheer and the overwhelmed hospital staff, fighting an impossible task, greeted them with kisses.

B. J. Warren Robert Satin
Staff members in Dominican Republic

As relief activities were organized in the city, Volunteers helped deliver supplies and carry wounded persons to hospitals. Volunteers took over an abandoned Catholic girls' school and used the school kitchen to bake bread for prisoners of both sides of the battle.

In Washington, Peace Corps headquarters anxiously followed the course of the rebellion, keeping in touch by telephone conversations with the U.S. Embassy in Santo Domingo and by cables that arrived in volume as the strife continued. In the Division of Volunteer Support, staff members called parents of Dominican Volunteers to keep them informed of the situation.

By the third week in May, it appeared that the Peace Corps would stay in the Dominican Republic, and that 25 new Volunteers would shortly be sent to the country to work in rural-community action and agriculture. Two more groups of urban- and rural-community action workers and nurses are scheduled to enter training in June and go abroad in October.

## Dominican Republic Director

Robert Satin, Peace Corps Director in the Dominican Republic, has been in that troubled country since August, 1963, when he was appointed Deputy Director; a year later, in July, 1964, Sargent Shriver appointed him Director.

At 33, he is one of the youngest men to serve as a Director. Before coming to the Peace Corps, he was general manager for two years of a home building-and-financing firm in Guayaquil, Ecuador. He has also been vice president and construction superintendent of a Kansas home-building company, a field geologist in Greenland, and a petroleum geologist with Standard Oil Company of California.

Satin grew up in Kalamazoo, Mich., and attended the University of Michigan, earning two undergraduate degrees and a master's in geology. At Harvard from 1958-60, he was a teaching fellow while working on a Ph.D. in geology-mineralogy. He is married to the former Ann Eldridge of Kalamazoo, and has three daughters, aged eight, six, and three.

## At Last, a Deputy

President Johnson in April named Warren W. Wiggins to be Deputy Director of the Peace Corps, filling a post vacant since November, 1963, when Bill Moyers went to the White House to become one of the President's principal aides.

The appointment, announced by the President during a nationally televised press conference at which Wiggins was introduced, received Senate concurrence on May 17.

A charter member of the Peace Corps staff, Wiggins has been Associate Director for Program Development and Operations since the office was created in 1961. As such, he has been responsible for development and direction of overseas programs. The office also provides policy guidance and immediate supervision of Peace Corps Representatives abroad.

Wiggins came to the Peace Corps in February, 1961, under circumstances that have since become well known. As a divisional deputy director of the International Co-operation Administration (re-christened the Agency for International Development in 1961) he had on his own initiative written a draft paper titled "The Towering Task," which outlined a program for a "National Peace Corps."

### In Government for 16 Years

"The Towering Task" urged against a "small cautious, National Peace Corps" that might lead to "a diversionary path of inconsequential accomplishment."

Sargent Shriver, then heading a Presidential task force planning the Peace Corps, read Wiggins' paper and dispatched an early-morning telegram to him asking that he come to the task-force headquarters soon after sunrise that day. Wiggins has been with the Peace Corps since that time.

At 42, Wiggins has been in Government service for 16 years. In 1949 he became a member of a Marshall Plan mission to Norway; in 1952, he went to the Office of the President where he worked under Averell Harriman in co-ordinating U.S. economic programs in Western Europe; in 1954, he became senior U.S. economic adviser to the Philippines; in 1957, he was transferred to Bolivia as deputy director of the U.S. aid program there, later becoming acting director; in 1958, he became deputy director of Far East Operations for A.I.D.

Warren W. Wiggins

Born in Phoenix, Ariz., Wiggins attended the University of Colorado. In 1943, during his junior year, he joined the Army Air Force and served as a pilot, flying transports over the Himalayan "Hump" between India and China. For his 36 air missions he earned an Air Medal and a Distinguished Flying Cross.

After the war he completed his undergraduate work at Colorado, earning a B.A. in social studies, and went on to receive a master's degree in public administration from Harvard.

Wiggins' parents, Mr. and Mrs. Chester N. Wiggins of San Bruno, Calif., last year became the oldest couple (at 67 and 64) to complete service as Peace Corps Volunteers. They served for two years in Peru urban rehabilitation and teaching projects, and now are assisting with Peace Corps training programs at Camp Crozier, Puerto Rico.

Wiggins is married to the former Edna Abell. They have six children—four sons and twin daughters.

## Davis to Bulgaria

With the elevation of Warren Wiggins to the post of Deputy Director of the Peace Corps, the Office of Program Development and Operations is also losing its number-two man, Nathaniel Davis, who has been Wiggins' Deputy since 1963. Last month, President Johnson named Davis to be Minister to Bulgaria.

Davis, 40, a career Foreign Service Officer, has served in U.S. missions in Czechoslovakia, Italy, Venezuela, and the Soviet Union. He was a Soviet Union desk officer in the State Department from 1956 to 1960, and served as an escort officer for Nikita Khrushchev during his 1959 visit to America. Davis came to the Peace Corps in 1962 as Special Assistant to Sargent Shriver.

Taking Davis' place as Deputy Director for Program Development and Operations is Charles J. Patterson, who has been Deputy Regional Director for Africa. Patterson, 40, came to the Peace Corps last November, before then was an associate research fellow at the Universities of Ibadan and Ife in Nigeria. A native of Fort Wayne, Ind., he holds a B.A. in sociology from Antioch College, an M.A. from Western Reserve University, and is a candidate for a Ph.D. from the University of California. He is married and has two children.

### Other Changes

Other recent staff changes:

• Diana Taylor MacArthur has been appointed Director of the Division of Private and International Organizations.

Mrs. MacArthur joined the Peace Corps in February, 1963, as Deputy Chief of the West Africa Division and then served as Regional Program officer for North Africa, Near East, and South Asia until August, 1964, when she left the agency to work for the Democratic National Committee.

Before coming to the Peace Corps, she was vice president in charge of the Washington office of Thomas J. Deegan Company, a New York public-relations firm. She holds a degree in economics from Vassar College, granted in 1955.

• Robert T. Freeman, a former New York insurance executive who founded three insurance companies in West Africa, has been appointed Special Assistant to Sargent Shriver.

Freeman, 46, founded and organized two insurance firms in Ghana and one in Nigeria. The companies in Ghana were later bought by the Ghana government and merged into the State Insurance Corporation, which Freeman has directed since October, 1962. During his nine years overseas, he has served as director of Ghana's Commission on Educational Exchange with the United States, director of the National Investment Bank, director of the First Ghana Building Society, and president of Rotary International in Accra.

*See page 21 for news of other staff changes and pictures of appointees.*

## Office for Staff Applicants

A new office to handle applications for staff positions from Peace Corps Volunteers has been set up in the Peace Corps' Washington headquarters under direction of a former Volunteer.

Richard Irish, 32, who was a Volunteer teacher in the Philippines from 1962-64, has been named Co-ordinator of Volunteer Staff Applicants. He will work with Betty Harris, a former Deputy Associate Director for Peace Corps Volunteers, who will co-ordinate staff applications from non-Volunteers. Irish's post will be under the direction of Warren W. Wiggins, Deputy Director of the Peace Corps.

In setting up the new office, Wiggins noted that there would be far more applicants than job openings, and that Volunteers would be wise to investigate other employment possibilities as well.

In the past, applications from Volunteers who wanted to continue with the Peace Corps as staff members have been routed through the Division of Personnel in Washington, and through the individual Peace Corps offices and divisions. The new office is being organized to serve as a clearinghouse for Volunteer staff applicants, and to make it possible for all Volunteers who want to become staff members to receive equal consideration.

Irish, from San Francisco, attended Georgetown University School of Foreign Service, earning a B. S. in 1954. After graduation he spent two years in Switzerland as a teacher in a private school, then joined the international department of the Bank of America in San Francisco. Before becoming a Volunteer, he was two years with the California State Compensation Insurance Fund. He is married to the former Sally Goldsmith, who served with him as a Volunteer in the Philippines.

## New Center in Virgin Islands

A Peace Corps training center will be opened this summer on St. Croix, the southernmost island of the Virgin Islands.

The Peace Corps has leased five buildings on a six-acre site on the west side of the island. Nearly 100 acres of nearby land will be available for the camp's use. Surrounding villages will be used for field training.

The camp will accommodate about 55 Trainees and staff members. The center's first program — school-construction workers headed for Gabon —will begin July 15 and be run by staff members of Southern University, Baton Rouge, La.

Later, a Peace Corps training staff, including returned Volunteers, will administer a program for Peace Corps teachers going to Nigeria this fall.

The Virgin Islands Center will be the third Peace Corps-staffed training camp. Others are Camp Radley and Camp Crozier near Arecibo, Puerto Rico.

## Loans for Juniors

A loan fund has been established for college juniors who want to use the summer before their senior year to prepare for Peace Corps service after graduation. A Trainee can borrow up to $600 to help pay his senior-year school expenses; he can defer repayment of the loan until after he has completed Peace Corps service with the possibility of further deferment if he attends graduate school.

The loan program is the result of an agreement between the United Student Aid Fund, Inc., a nonprofit corporation providing loan guarantees to students on 700 campuses in the United States, and the Peace Corps Volunteers Fund, a nonprofit foundation established by the Peace Corps National Advisory Council.

The loans should enable more third-year college students to enroll in the Peace Corps Advanced Training Program, a plan that provides six to eight weeks of Peace Corps training during the summer months between the Trainee's junior and senior year, and a second period of training after graduation. Selection for the Advanced Training Program is the same as that used for all Peace Corps applicants. Final selection is not made until after the second training period.

Members of the Advisory Council instrumental in originating the loan program include Donald Petrie, Chairman, Executive Committee of Avis, Inc.; Ralph Lazarus, President, Federated Department Stores, Inc.; the Rev. John J. Considine, Director, Latin American Bureau, National Catholic Welfare Conference; and Arthur Flemming, former Secretary of Health, Education, and Welfare, now president of the University of Oregon.

## Stanley Kowalczyk

Stanley Edward Kowalczyk, 20, of Gilman, Wisc., a Peace Corps Volunteer working in rural development in the Eastern Region of Nigeria, died April 16 in a motorcycle accident.

Kowalczyk, driving a vehicle owned by the Nigerian Ministry of Internal Affairs, was returning to his home in Aguata, a small village east of Onitsha, about 6 p.m. after a visit to a nearby school. Some five miles from Aguata, the front wheel of his motorcycle apparently caught in a rut in the dirt road and he lost control. His body was found by a local villager. Examining physicians attributed his death to head injuries and shock. A crash helmet he wore apparently came off in the accident.

On his Peace Corps assignment, Kowalczyk was working on a bridge project near Aguata. He had been in Nigeria since September, 1964.

Kowalczyk called himself a jack-of-all-trades. His family's farm in Gilman provided him with a wide range of experience and skills from cheesemaking to handling heavy farm equipment. He completed one year of premedical education at the University of Wisconsin in 1963 and was working as an orderly at University Hospital in Madison before joining the Peace Corps.

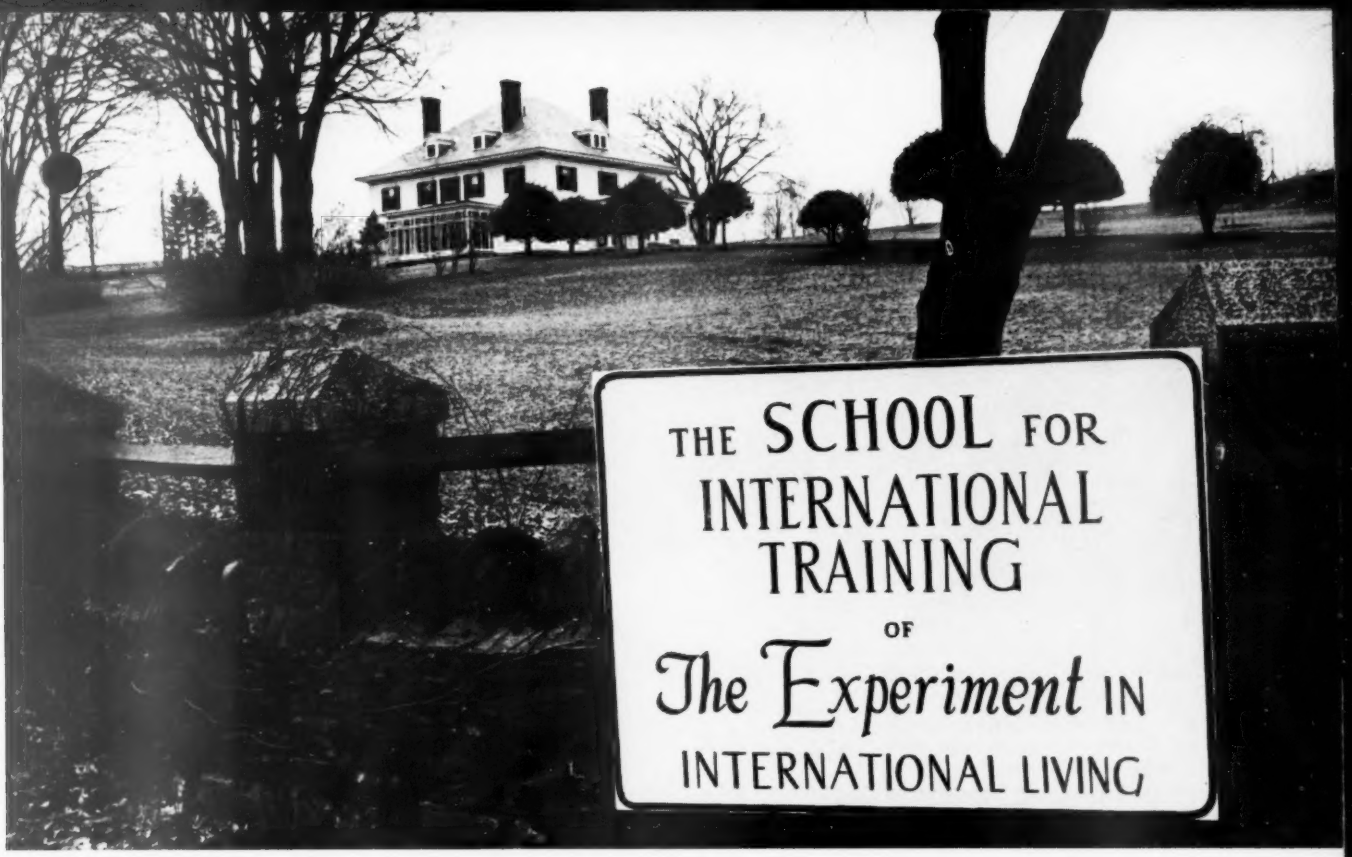
Funeral services in Gilman were attended by Douglas Hembah, Administrative Attaché for the Nigerian Embassy in Washington, D.C. Kowalczyk's parents, Mr. and Mrs. Edward F. Kowalczyk, said their son's gravestone would be inscribed with the words: "We are all brothers; perhaps we can help one another," taken from Kowalczyk's Peace Corps application.

Survivors also include three brothers, Joseph, Eugene, and Daniel; and a sister, Edith, all of Gilman.

Kowalczyk was the thirteenth Volunteer to die in service.

## Newsweek Price Halved

*Newsweek* has offered a subscription rate to Volunteers that is half the usual overseas subscription cost. Volunteers may now obtain the weekly newsmagazine for $5 a year. Subscription orders should be sent directly to Newsweek International, 444 Madison Ave., New York, N. Y. 10022, with clear indication that the subscription is for a Peace Corps Volunteer.




At Sandanona, the Experiment's main training site, a new sign bears official name of the campus.

## *Experiment, Peace Corps Work For Same Goals*

The symbol of the Experiment in International Living — a knot-pattern that can be traced back through 5000 years of history — has been used by different cultures to represent many things. Most commonly it has signified the unity of man — the sense of the human family going on endlessly, generation after generation.

For more than one generation, the Experiment in International Living has been attempting to demonstrate the unity of the family of man through its international exchange programs.

Among those most familiar with the Experiment's symbol are the more than 850 Peace Corps Volunteers who have been trained by this private, nonprofit organizaton, as well as the many Peace Corps staff members involved with the agency's training and overseas operations.

The first Volunteers to train under Experiment auspices were bound for East Pakistan, beginning training in late August, 1961. Since that time the Experiment, at its southeastern Vermont campuses, has been involved in 16 Peace Corps projects, as diverse as the training of co-operative and credit-union workers for the Dominican Republic to the preparation of telephone operators and mechanics for Afghanistan.

Most recently, the Experiment has just finished a 12-week training program for Volunteer teachers and village-development workers going to Afghanistan, who departed the Experiment's campus in late April for home leave prior to overseas departure.

Since 1932, the Experiment has been engaged in educational exchanges designed to develop mutual respect among the peoples of the world. Participants in the exchange programs live with foreign host families and in the past 32 years more than 30,000 Experimenters, host families, and friends of the Experiment have been introduced to each other through the organization's programs. In 1964, 2113 young Americans went abroad to 39 countries, and 2363 nationals of 101 countries lived in American homes.

The Experiment in International Living is incorporated as an educational institution, with policy direction provided by a 35-member board of

trustees which consults with an advisory council. The 18,000 U.S. alumni of the Experiment have formed a voluntary Experimenter's Association. There are alumni chapters of Experimenters in several metropolitan centers, and community councils and committees of The Experiment in scores of cities, towns, and villages.

Besides training Volunteers for service abroad, the Experiment has administered Peace Corps projects overseas: a school lunch program in Brazil, an agricultural program in Nigeria, a rural-development project in East Pakistan.

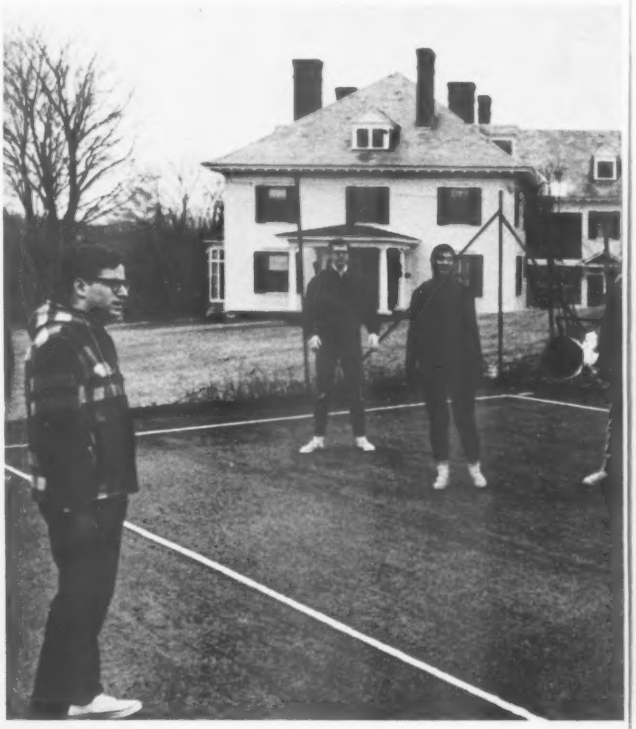
Peace Corps association with the Experiment has even further depth. Peace Corps Director Sargent Shriver participated in Outbound Experiment programs to Germany and Austria in 1934 and 1936 and was a group leader to France in 1939. During the early days of the Peace Corps, Experiment President Gordon Boyce answered Shriver's request to develop an administrative division that would work with private organizations (now called the Division of Private and International Organizations). Boyce joined the Peace Corps staff for six months.

Several former Experimenters have become Peace Corps staff members. Richard Griscom, now Deputy Director in Bolivia, led exchange groups to Germany in 1959 and to Mexico in 1960; Walter Carrington, a leader to Nigeria in 1959, has been serving as Deputy Director in Tunisia and is shortly to become the Director in Senegal; George Coleman, an American host in 1961, was the Director in Brazil; and Robert McGuire, an Experimenter to the Soviet Union in 1960 and a former Peace Corps Volunteer who trained in the Experiment's initial program for East Pakistan, now is a Peace Corps Evaluation Officer.

Other former Volunteers have joined the staff of Experiment training projects and overseas operations, and several will lead Experiment collegians abroad this summer.

Four former Volunteers have been with the Experiment's permanent staff since returning from Peace Corps service. Robert George (Stony Creek, Conn.), Daniel Scheerer (Huntington Station, N.Y.), and Sandra Houts (Des Moines, Iowa), all served in the first Volunteer group to East Pakistan; Barbara Nolting Starr (Chattanooga, Tenn.) served in Jamaica.

The Experiment has two campuses



Herbert Tobias (right), physical-education instructor who was a Volunteer in Afghanistan, demonstrates a basic volleyball rule to Trainees, who are warmly garbed for the chill of New England winter.

Jean Bodman (Winchester, Mass.) re[illegible] for a course in American studies durin[illegible] moment free from classes and scheduled activity. A graduate of the University of Colorado, she has a B.A. in English.

In "the barn" at Sandanona, Trainees listen to Warren Kinsman, a Liaison Officer from the Division of Volunteer Support in Washington, as he outlines Peace Corps policies and field support. Kinsman (Kennebunkport, Maine) was a Volunteer in Turkey.

in southeastern Vermont. The national headquarters is located on a 92-acre hillside near the town of Putney and includes an administration building that houses about 125 permanent staff members, a chalet-like alumni and guest house, and four staff residences.

In nearby Brattleboro, eight miles south of Putney, the Experiment's School of International Training, formerly called Sandanona, is situated on a 40-acre tract. Facilities in the main building include two 20-position language laboratories, seminar classrooms and recreation rooms, a library, and men's living quarters. The school's other building, usually called "the barn," houses a women's dormitory, cafeteria, and large dining and meeting hall.

Additional training facilities are located at Camp Arden in nearby West Dummerston—the site used by 60 Peace Corps Volunteers training for Turkey last summer.

"Peace Corps training programs and Experiment training programs have the same objective: to prepare for a successful experience overseas," observed Don Batchelder, who has served as an Experiment exchange-group leader, as director of selection and training, as administrator of Experiment-Peace Corps programs, and who now is director of the Experiment's department of special projects.

"One might even say that Peace Corps service and an Experiment experience abroad have very closely related objectives: to create friendships overseas, to learn about another culture by living responsibly in it, and to encourage participation in world affairs. We are travelling in the same direction on parallel tracks," he said.

"We conduct our training projects by the 'shambles system'," Batchelder said. "Each program is loosely organized and flexible in approach. At times the operation may look chaotic to an outsider, but we know it's progressing on schedule.

"Our staff has created what we call

In a scene familiar to all Volunteers, Dr. John Houpis, Experiment physician, inoculates Patricia Emmert (Houston, Tex.).

the 'Wild Idea File'—a folder of impossible plans and harebrained schemes," Batchelder mused. "After mulling these 'wild ideas' over for a while and re-revising them, it seems that we usually pick most of our worthwhile and workable innovations from this source."

One original Experiment plan has been the "home stay," in which exchange students live for a month in the home of a host-country family. Recently, the Experiment's national secretary in India was asked to arrange two-week home stays for a group of Peace Corps Volunteers arriving there this summer, similar to arrangements for home stays the Experiment has previously set up for Volunteers in training projects.

A key Experiment training course is called "Effective Functioning Overseas." It aims at acquainting Trainees with some of the problems of living and working in another society, to help them cope with discouragement, mental fatigue, culture shock, and what has been termed "freefloating anxiety."

Peace Corps Trainees in Experiment programs have opportunities to do field work before going abroad. Trainees for a health project in Brazil helped vaccinate rural Massachusetts residents and encouraged them to take their children to local health centers.

In the Afghanistan program, community-development workers made surveys of northern Vermont hamlets, analyzed local problems and offered possible solutions, then wrote reports on their field experience. Trainees lived in tents exposed to the severe New England winter and did their own cooking.

Hedayatullah Aminarsala teaches elements of Farsi script to Trainees. Aminarsala, 22, understands 10 languages, speaks six fluently; he has served as instructor for two previous training programs.

Don Batchelder, director of special projects for the Experiment, was Afghanistan training director.

As part of the health program, Afghanistan Trainees received 10 hours of first-aid instruction. Dr. Houpis lectures on the diagnosis and treatment of broken bones.

Preparing for community-development work in Afghanistan, Charles Williams, (Houston, Tex.), Robert Hall (San Francisco, Albert Fiebig (Torrington, Conn.), and Don Gregory (Chicago) work on a log-and-mud roof for an Afghanistan-style house Trainees built at Experiment.

Photos by Paul Conklin

Afghanistan Trainees with specialized skills also assumed practical projects in technical training. Business-education teachers taught typing to visiting foreign students; physical-education instructors built a volleyball court; and the community-development group put up a small house with an Afghan-style mud-and-log roof on the Sandanona campus.

The Afghanistan training also included four hours daily of Persian language study. Language instructors are recruited from graduate students of the host country studying in the U. S. These informants also assist in area studies, especially in religious and political orientation.

Physical training included the learning of rules and game jargon of popular sports of the host country—volleyball, soccer, and table tennis in Afghanistan. Hikes were scheduled every Thursday in Vermont's Green Mountains, and daily calisthenics completed the physical-conditioning program.

The 34 T.E.F.L. Trainees travelled to Montreal where they set up and taught 53 sections of English classes for French-speaking residents. Advertisements in Montreal newspapers in February announced the free sessions; more than 700 students turned up for the two-hour daily classes at McGill University, Montreal University, and St. Justine Hospital. Montreal officials have asked that the project be continued this summer.

Concurrent with the Peace Corps Afghanistan training program, other Experiment activities were under way, each lending to the school's international atmosphere: An incoming group of Saudi Arabian students was studying English and receiving orientation to America; a group of Lewis and Clark College (Portland, Ore.) students bound for Yugoslavia was studying Serbo-Croatian.

As the Afghanistan group prepared to leave, the Experiment staff was preparing plans for this summer, when the organization's campuses will train Peace Corps groups bound for East and West Pakistan.

"Working with so many different projects, our programs could become highly systematized and boring," Don Batchelder said. "However, each new project produces the need for a new staff of experts, and a new combination creates new ideas. I don't think we've become stale, because each incoming group of Trainees is exciting and continually interesting, and we enjoy working with them."

William Delano (right), Secretary General of I.S.V.S., greets Mahood Butt of India, in U.S. to study domestic programs

# *Voluntary Service: 'Decade of Development'*

## Peace Corps Has Largest Program, But Many Nations Field Volunteers

**By Murray Kramer**

A barometer of the interest that nations around the world are showing in starting their own Peace Corps-like organizations can be found every day on the twelfth floor of U.S. Peace Corps headquarters in Washington, D.C.

There, the International Secretariat for Volunteer Service (I.S.V.S.) is coordinating the efforts of many countries starting voluntary-service organizations, helping them to expand what they have already started, and gathering information on what others are doing.

The I.S.V.S. staff, headed by Secretary General William Delano, presently consists of American, Dutch, German, Israeli, and Philippine representatives. Several other nations are expected to lend personnel during this year.

I.S.V.S., an outgrowth of the International Conference on Middle-Level Manpower held in Puerto Rico in 1962, has already assisted developing nations in Latin America, Africa, and Asia either plan their own domestic-service corps or expand existing operations. In addition, information exchanges on techniques such as recruiting, selection, training, and evaluation were carried on between the industrialized countries which already have volunteers in service.

The I.S.V.S. has 42 nations in its membership, seven of which contribute either cash or personnel to man the headquarters staff, and to constitute a council which sets policies and approves programs. The council consists of Argentina, Denmark, Germany, Israel, the Netherlands, the Philippines, and the United States. Both India and Thailand have recently indicated that they intend to join the policy-making council—an act which can be accomplished by any of the 42-member nations by contributing to the I.S.V.S. budget or by loaning a qualified person to work on the staff.

Over the past 18 months I.S.V.S. has played a role in assisting two countries—Zambia and Kenya—organize national youth-service movements. These two projects—each is designed to train in middle-level skills more than 50,000 youths—may well become the largest of their kind in the world.

Contrary to popular opinion, I.S.V.S. is not creating an "international peace corps" under which volunteers from different countries would serve on projects together under a single leadership. In fact, the organization's original name, "International Peace Corps Secretariat," was changed to the current name specifically to avoid the impression that an internationalized peace corps was being established.

The aim of I.S.V.S. is to encourage and foster the growth of the volunteer-service movement throughout the world—both by disseminating information to industrialized countries and by giving expert advice and assistance to developing countries. Requests for volunteers from a developing country, and the response to such requests, remains a matter between the countries. Through I.S.V.S. however, industrialized countries may stay fully informed on plans and projects of other countries, so that there will be little or no

overlapping in efforts. There are already several developing nations where volunteers from more than one industrialized country are at work—under their own national leadership, but working in adjacent areas in complementary ways.

I.S.V.S. is also giving impetus to the growth of the volunteer-service idea in its newly emerging form—the short-term volunteer who works in the deprived areas of his own country, and the long-term volunteer who does not go abroad from his native land but goes into its interior to help in community development, education, and other fields.

For 1965, I.S.V.S. has planned workshops in Africa, the Far East, and Latin America. These regional conferences will enable developing countries on each continent to meet with representatives of nations exporting voluntary-service workers.

Last December, a workshop conference organized by I.S.V.S. and sponsored by the Johnson Foundation of Racine, Wisc., was held at Wingspread, the famous international-study center in Racine. Representatives from 24 nations attended.

Already in the planning stage is an I.S.V.S. World Assembly which will be held sometime in 1966. The last such meeting—the International Conference on Middle-Level Manpower—is credited with having given a great deal of momentum to the now rapidly growing volunteer movement in industrialized countries.

It is estimated that by the end of this year there will be about 3000 volunteers at work under the flags of Norway, Sweden, Denmark, the Netherlands, the Philippines, Germany, Israel, and Switzerland, in addition to U.S. Peace Corps Volunteers abroad. Even tiny Liechtenstein has announced that it plans to field a small number of volunteers.

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*Murray Kramer is administrative officer of the International Secretariat for Volunteer Service. He joined I.S.V.S. in 1963 to assist in the development of the Secretariat's Latin American activities. A career Federal employee since 1941, Kramer served with the Treasury Department and General Services Administration before coming to I.S.V.S.*

# *International Mix in Tanzania*

More than 500 voluntary-service workers representing 12 organizations and six nations are serving in long-term programs in almost every field of social and economic development in Tanzania.

The U.S. Peace Corps has the largest contingent with 326 Volunteers; most are involved in elementary and secondary education and public-works projects. Volunteers have served in posts assigned by the Tanzanian Government since September, 1961.

The United Nations Association of Great Britain and Northern Ireland currently has 42 volunteers working in forestry, agricultural, and resettlement projects. U. N. A. is a private organization, but since 1962 when the first volunteers were sent out, the British Government has contributed 75 per cent of the volunteers' expenses. Volunteers are university graduates who undergo a two-week orientation course in England, followed by a month-long in-country language course. U. N. A. volunteers began arriving in September, 1963, to serve one- and two-year assignments. They are responsible to and paid by several Tanzanian ministries, since U. N. A. has no field administration.

Similar in concept to the United Nations Association is Voluntary Service Overseas, another private British organization that receives funds from the Government. The seven V. S. O. volunteers currently in Tanzania serve as assistants in schools and village-development plans. All are secondary-school graduates who expect to enter universities after their period of service. V. S. O. has sent volunteers for a year of service in Tanzania since 1960.

The German volunteer service, Deutscher Entwicklungsdienst (D. E. D.) now has 34 volunteers who are serving two-year assignments in urban-renewal projects in Dar es Salaam and teaching roles in technical schools. D. E. D. is a German Government-sponsored organization. Volunteers have three months of training in Germany before going overseas. The first D. E. D. volunteers arrived in August

Helga Kaiser, 23, a German volunteer, teaches games to kindergarten students in Dar es Salaam. With 33 others in program, she serves two years.

A French volunteer in the Central African Republic builds his own house. Fifty-seven volunteers, assigned in groups of three, are serving two years in community development and agriculture.

Danish Development Volunteer Ib Lundkvist teaches welding to Tanzanian students at the Technical College in Dar es Salaam; 27 Danes serve in Tanzania among 500 Volunteers from 6 countries.

and November of last year, and include engineers, nurses, social workers, and kindergarten teachers.

Danish Development Volunteers (Mellemfolkeligt Samvirke) is a private organization partly financed by the Danish Government. Following three-to-six weeks of training in Denmark, two groups totaling 27 volunteers arrived in Tanzania in September, 1963, and May, 1964. One team of volunteers is working with refugees in the Bukoba region; the others—engineers, carpenters, nurses, and teachers—work in several parts of the country. The Danish organization plans to set up an East Africa secretariat in Kampala, Uganda, to administer volunteers in the area.

Canadian University Service Overseas (C.U.S.O.) has 13 volunteers in Tanzania on two-year assignments to Government-sponsored jobs. C.U.S.O. is a private organization; the only Federal aid that volunteers receive is transportation. Like the British operations, training is minimal and field administration is non-existent. C.U.S.O. volunteers include secondary-school teachers, a doctor, nurse, lawyer, forester, economist, and business-administration and animal-husbandry workers.

Three Roman Catholic missionary organizations have volunteer workers in Tanzania. The German-Swiss Catholic Lay Assistance group has 20 Swiss volunteers doing three-year tours as bookkeepers, nurses, masons, and carpenters in mission projects. Young Christian Workers, an international organization with administrative headquarters in Brussels, has young men performing work similar to the Swiss volunteers. Ladies of Grail is an international Catholic volunteer group which has six nurses on three-year assignments in the region of Tabora and Kaliua, where they run clinics.

Harvard Project in Tanzania is a private program organized in 1962 and financed by American university students at Harvard and Radcliffe. Twelve volunteer teachers are serving for one year in secondary schools and refugee centers. Each year's returnees are responsible for selecting and training new volunteers, who must raise their own funds.

Voluntary International Service Assignments (V. I. S. A.) first sent voluntary-service workers to Tanzania in 1962 under the sponsorship of the American Friends Service Committee. Thirteen V.I.S.A. volunteers are working in Tanzania's Department of Community Development. The men include well drillers and road builders, and the women do health and social work. Most V.I.S.A. volunteers did voluntary work in the U.S.; they receive seven weeks of country orientation and language training in Tanzania when they begin their two years of service.

The Mennonite Voluntary Service's Teachers Abroad Program has 13 volunteers—12 secondary-school teachers and a veterinarian—serving for three years in the lakes region around Musoma. Ten nurses and refugee workers will arrive this year.

In late August, 1964, about 70 volunteers and program administrators representing most of the participating agencies and nations met with Tanzanian officials and a representative of the United Nations Technical Assistance Board for a two-day conference at Iringa. Participants discussed ways for better co-ordination among the volunteer organizations, possible eventual union of all programs under the auspices of the United Nations, and an interchange of problems, ideas, and information of common interest. Two committees, one of organization representatives under a Tanzanian Government chairman and the other of volunteers, were set up to investigate further intergroup co-operation.

# Danes Are Well Represented

**By Kjeld Frankild**

In 1962 Denmark organized a Council for Technical Co-operation with the Developing Countries, and is now preparing a bigger Danish contribution in a number of countries in Asia and Africa.

In the past 15 years, Denmark along with other developed countries has contributed to technical and economic development in Asia, Africa, and Latin America. Before 1962, the bulk of Danish aid was made through the United Nations. The Danish contribution to the United Nation's relief programs is among the largest per capita of any country, and has recently been greatly increased.

The first Danish projects, established in the late 1950s, were the Northern Educational Hospital in South Korea, a Danish-Indian agricultural school in South India (Mysore Project) and a folk high-school in Ghana.

The Danish Development Volunteers, administered by the Danish Association for International Co-operation (Mellemfolkeligt Samvirke) began work in 1963. They are supported by private as well as by Government funds.

Volunteers have been sent to Thailand and India and to several African countries — largely in Tanzania, Kenya, and Uganda. One volunteer, a biochemist, has been sent to Latin America. The aim is to have 75 volunteers in East Africa by the end of this year, and in the future to have a corps of 400 volunteers working in the developing countries.

It was as Danish Development Volunteers that my wife, Inger, and I were sent to teach mathematics at Bwiru Secondary School in Tanzania. With several years of experience in Denmark as mathematics teachers, we arrived at the school in the middle of October last year.

We hope that besides the knowledge we will gain about the country in which we serve, we will also get a good deal of experience in using the English language. This is the first time we have tried to teach in English.

Before coming to Tanzania, we completed a five-week training course. It was a general course, and unfortuately it didn't take into consideration that some volunteers were artisans, some teachers, some social workers, and some administrators. The Danish Development Volunteers is still a new project, and I'm sure that mistakes of training will be corrected in the future.

We were surprised to see the accommodations which we were offered at the school. A modern house with comforts we had never expected—electrical kitchen, bath with warm and cold water, a sitting-room and three smaller rooms—awaited us when we arrived at the school. The school is situated four miles from Mwanza, close to Lake Victoria in beautiful rocky country. It is a boarding school with 280 boys —two classes in each of the four forms.

There are many extracurricular activities, including sports of all kinds, discussion clubs, dramatic clubs, photography, and so forth. And even though the boys have little spare time, most of them take part in the different activities. This gives the teacher the opportunity of frequent and informal contact with the boys, which I find very important.

Contact with pupils is also important because we are here not only to educate them academically but also socially. The experienced teacher will be able to give more of his spare time to the students' social education, while the inexperienced teacher may need to use his spare time teaching himself to teach.

Volunteer teachers in the Bwiru schools near Mwanza, Tanzania, are (from left) Peter Reid, Janet Abeles, Peace Corps; Marion Moir, V.S.O.; Elizabeth Watson, Peace Corps; and Inger and Kjeld Frankild (see story).

International faculty helps workshop students at Technical School, Dar es Salaam. From left are Jorgen Dideriksen (Danish Development Volunteers), Lloyd Morgan (Peace Corps), Fred Millward (British V.S.O.), and Jack Wood (Peace Corps).

There has been much talk here about forming one large organization which would administer all volunteers from different countries. In that case, it should probably be administered by the U.N. Although there have been many good things said in favor of such an organization, I want to take the opportunity to say something against it.

One big organization would give the single volunteer a feeling of being alone—he wouldn't have the close contact he has now with people of his own organization, and he would miss his national identification.

It may be that the advantage of having volunteers from different organizations is that they can show the developing countries how different people behave and live, and not how an international corps member behaves and lives after some special line of direction.

I can see, however, that a certain co-operation between the voluntary-service organizations in different countries would be a very good thing, as well as a better co-operation between the organizations and the developing countries. It would prevent, for example, the sending of volunteers out to projects which in fact do not exist.

Co-operation between the different organizations might also result in sending all volunteers abroad under the same conditions: salary, medical equipment, books, training, and so on.

# *On the Trail of the Gnu*

**By Jack Wood and Lloyd Morgan**

Nine of us from four nations are living and working together at the Technical College in Dar es Salaam. We represent five organizations: the Danish Development Volunteers, the U.S. Peace Corps, the British Voluntary Service Overseas, D.E.D. (the German volunteer service), and the United Nations Association.

The Technical College is like a U.S. community college or trade school. The objective of the college is to provide technicians for Tanzanian Government and industry. There are about 500 day students and 1700 evening students enrolled, and the teaching staff is made up of volunteers and teachers from all over the world.

The nine of us who live in the college hostel are largely responsible for teaching the engineering students at the college. Gerald Martin, a Peace Corps Volunteer from East Lansing, Mich., has a degree in civil engineering, and teaches that subject here. Martin works closely with Robert Ashdown, an architect from Brighton, England.

Six of us teach mechanical- and electrical-engineering students. John Waddington, from London, and Jack Wood, a Peace Corps Volunteer from Minnetonka, Minn., both have degrees in mechanical engineering. Frederick Millward, a tradesman mechanic from Wales, guides the students through workshop practice. He is assisted in the machine shop by Jorgen Dideriksen, a tradesman machinist from Copenhagen.

Lloyd Morgan, a Peace Corps Volunteer from Los Angeles, Calif., teaches electrical-engineering subjects, physics, and math. Morgan is helped in the laboratories by Gert Piroth, from Frankfurt, who was a master electrician in Germany. Rounding out the hostel roster is Bryan Rowlands, a history major from London, who teaches English and liberal studies. Living together in the hostel, we spend many hours each week planning our courses, and co-ordinating our lectures.

English is the only language used in the classroom, but in the hostel it is not unusual to hear conversations in Danish, Swahili, German, and English going on simultaneously. It gets a bit confusing. Strangely enough, the language that gives us the most trouble is English. We haven't yet come to any agreement on the correct way to

use, spell, and pronounce even the most common words.

Besides the languages which confuse our ears, there is always a diversity of food to confuse (and please) our appetites. Each of us takes a two-week turn at menu planning and buying food. We enjoy such things as chocolate soup, a Danish favorite, and shepherd's pie. Occasionally we resort to hot dogs and potato chips, but most of us like to try the new and different.

During school vacations there has been co-operation on several work projects.

One such vacation project was tackled by Fred Millward and Bill Jackmin, a Peace Corps Volunteer from Norfolk, Va., who teaches in Njombe, an up-country village. Their problem was to locate all the hyena dens in Ngorongoro Crater, which covers an area of about 150 square miles in the Great Rift Valley of Tanzania, 80 miles west of Arusha. The crater's rim is 7000 feet high, its floor is 2000 feet below the rim, and it has a fantastic "crater-of-the-moon" appearance.

The goal of the project was to determine the number of hyenas in the crater and their location. Since the hyena is the natural enemy of the gnu, the project was related to a larger one to study the social habits—grazing, migration, and so forth—of the gnu.

Several of us helped in the task. First it was necessary to mark several gnus. This was done in two ways: by attaching small, colored tags to the ears and by putting a brand on the flanks. From there on the trick was to find the marked animals from among the estimated 14,000 in the crater.

It was a tiresome job, but we found it a rewarding one in being with volunteers from different countries. Working and relaxing together, whether hunting gnus, swimming, teaching, or mountain climbing, we have learned more about each other's homes, nations, traditions, and customs.

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*Jack Wood and Lloyd Morgan have both been in Tanzania since June, 1964. Wood received a B.S. in aeronautical engineering in 1961 and an M.S. in mechanical engineering in 1964, both from the University of Minnesota. Morgan received a B.S. in electrical engineering from the University of California, Berkeley, in 1964.*

# *In Dar, It's 'Biro' and 'Flat'*

**By John T. Daley**

"Did you get that biro from the front office?"

Another working day had begun at University College in Dar es Salaam, and, as usual, the language problems were not in Swahili, but in English. That is one of the unusual features of an assignment which involves living and working together with volunteers from other nations.

At the present time, the law faculty of University College counts four tutorial assistants among its members: myself, Frank Bogdasavich of Saskatchewan, Canada, Martin McEnery of Kent, England, and Graham Child of Birmingham, England. With educational backgrounds of Harvard, the University of Saskatchewan, Cambridge, and Oxford, we are apparently educating ourselves at least as much as we are instructing our students.

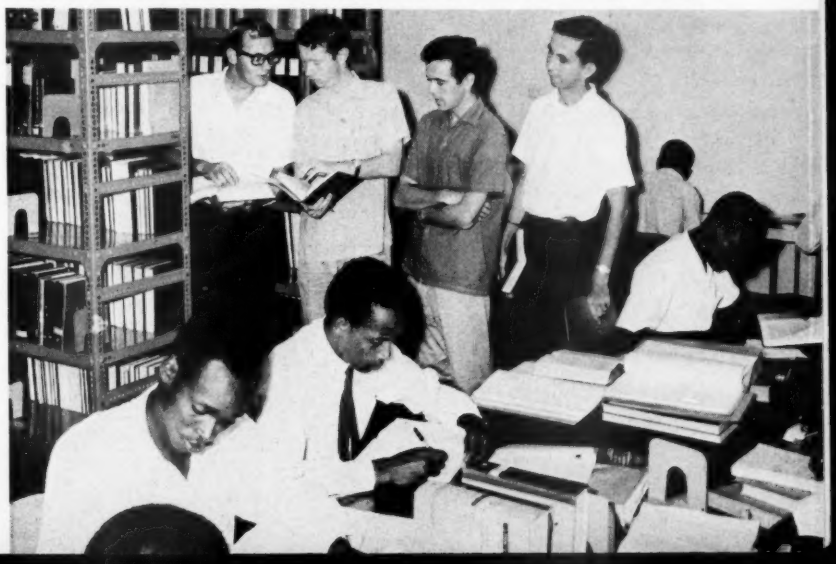
Our troubles with the English language are an all-day affair, as we share the same flat (four months ago, that would have read "we share the same apartment") in the Ford Foundation Flats at University College. At first, our diverse accents presented a challenge to the law students—some of them told me that they didn't think I was British, but, on the other hand, my accent didn't sound American either. That's nothing new, though—quite a few Americans would react the same way to a Bostonian's accent.

Our assignments on the law faculty bring us together on some projects, but each of us also has his own individual responsibilities. At the moment, my principal work is with the brand new course in criminal procedure, which was launched last November. Teaching criminal procedure is a challenging assignment, and, therefore, an exciting one.

One challenge is in the nature of the course. Almost traditionally, a course in the rules of procedure is a dull one, whether it is taught in the United States or in East Africa. To maintain student interest, the instructor should have a little bit of P. T. Barnum in his approach in order to get the customers under the tent. In our criminal-procedure course, we attempt to maintain that interest in two ways. Every Wednesday, four students act as appellate lawyers in the arguing of an appeal in a hypothetical criminal conviction. Two other students take the parts of associate justices of the appellate court, and either I or one of the other faculty members presides as chief justice. It is difficult to determine whether those class sessions are more fun for me as the author of different situations or for the students, since it is virtually the only opportunity for most of them to get experience in appellate-court argument during their law-school careers.

Our second side-attraction for the students is the chance for weekly visits

Tutorial assistants on University College law faculty (from left) Frank Bogdasavich (C.U.S.O.), Graham Child and Martin McEnery (V.S.O.), and John Daley (Peace Corps) research Tanzanian judicial procedure in college library.



Members of Zambian Youth Service build rural roads near Kitwe, in Western Zambia. International Volunteers teach in the service's training program.

to the courtroom of the Senior Resident Magistrate in Dar es Salaam, Judge B. H. Rahim. Through these various activities, we hope to give the students a thorough grounding in the practical as well as the theoretical aspects of criminal procedure.

Occasional work in the torts course is another of my responsibilities at University College, and several other activities are shared by the four volunteers. Among the projects on which we have worked or will work together are the law lending library, a documentation project to preserve the court records of lower courts in East Africa, and a "gap" project in which the University attempts to secure jobs which will be relevant to the study of law for students during the vacation interval between the end of secondary school and the beginning of law school.

If we have time, there is one more project on which we may yet spend some of our efforts. That is the composition of a dictionary of American and British English. One of the entries in such a dictionary would have to reveal that "biro" is the British English word for "ball point pen," and we already have several others which we could record as our legacy for future international volunteers in Dar es Salaam.

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*Peace Corps Volunteer John Daley (West Roxbury, Mass.) has been in Tanzania since September, 1964. He is a graduate of Harvard College with a B.A. in classics, granted in 1961, and holds an L.L.B. from Harvard Law School, granted in 1964.*

# *PC Division Works With Secretariat*

**By Raymond C. Parrott**

In late 1963, Congress amended the Peace Corps Act by declaring that a further purpose of the Peace Corps is to assist nations, developed and developing, in their efforts to establish or expand voluntary-service programs. Within the Peace Corps, the Division of National Voluntary Service Programs was established to provide this assistance, and to co-ordinate efforts with the International Secretariat for Volunteer Service.

Through its participation as a member of the International Secretariat, and through the Division of National Voluntary Service Programs, the Peace Corps now assists industrialized nations in establishing or expanding international volunteer programs and aids developing nations in organizing their own domestic voluntary programs.

The creation of the Peace Corps in 1961 heralded a regeneration of voluntary service. In what has been called the "Decade of Development," it is significant that the first major program in this decade concerns the human factor in development. It has succeeded, if in nothing else, in focusing attention on the dignity of man and the role of the individual in a very complex society.

As Sargent Shriver has stated on many occasions, the Peace Corps does not represent a new concept. Private voluntary-service organizations, agencies, and individuals had been involved in similar activities for generations. While the basic idea was not new, perhaps for the first time a national government had decided to enlist the energy and abilities of all its people to this volunteer concept of work, peace, and understanding. The uniqueness of the Peace Corps lies not in the birth of a new idea, but rather in the way national strength supported a new approach to a long-established idea.

The Peace Corps has fostered the development of voluntary-service programs in other countries. While several voluntary-service groups existed prior to the Peace Corps, since its inception more than a score of countries have expanded or initiated volunteer programs. Some Peace Corps Volunteers are working side by side with volunteers from an organization older than the Peace Corps—Voluntary Service Overseas, a United Kingdom private organization. Others are now working with or near volunteers from France, Denmark, Norway, Switzerland, the Netherlands, and Germany, to mention a few countries with organizations formed after the initiation of the Peace Corps.

Several developing countries have recently announced domestic programs similar to the first ideas of a domestic American Peace Corps. Ethiopia has begun a program in which university students will spend a year in service to their country. Zambia, Tanzania, and Kenya have started domestic programs, and India and Thailand have announced studies for similar programs.

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*Raymond C. Parrott is Director for the Division of National Voluntary Service Programs in the Office of Planning, Evaluation, and Research. He helped establish the first Peace Corps program in Ghana and served as Acting Peace Corps Director in Nigeria from January to September, 1963. He returned to Washington to work with Director Sargent Shriver in the search for overseas staff. Prior to his Peace Corps service, Parrott was assistant to the president of the Norfolk and Western Railway in Roanoke, Va.*

Voluntary organizations

# *A Summary of National Programs*

Nineteen nations have established or are planning volunteer-service programs to operate abroad, and an additional fourteen nations have organized or are planning volunteer-service programs that will operate within their own countries. Here, from an April 1 report prepared by the International Secretariat for Volunteer Service, is a report on the status of national volunteer-service programs established or planned:

### Argentina

Argentina is planning a volunteer program called Maestros Para America that will send teachers to other Latin American countries.

### Australia

Australia has two organizations that send volunteers overseas. Australian Volunteers Abroad is a private agency that has 30 workers involved in community development, teaching, nursing, and agriculture in Papua, New Guinea and Pacific islands (21); Sabah, Malaysia (2); Tanzania (5); and Nigeria (2). Five volunteers serving in a Government-sponsored Graduate Scheme for Indonesia are working in agricultural economics, telecommunications, and social service.

### Austria

Austria is planning a national volunteer service, but does not yet have a program in operation.

### Canada

Canadian University Service Overseas is a private organization that receives transportation at the expense of the Government. A total of 192 volunteers are serving in teaching, medical, agricultural, youth, and social-work programs in Ghana (40), Nigeria (34), Zambia (5), Tanzania (13), Rwanda (15), Malagasy (3), Uganda (4), India (23), Malaysia (11), Japan (2), British Guiana (4), Jamaica (20), Barbados (1), Peru, (1), St. Kitts (1), Antigua (1), St. Vincent (2), Grenada (3), Colombia (2), St. Lucia (3), and Ivory Coast (2).

### Denmark

Danish Development Volunteers is a program administered by a private organization which receives 50 per cent of its funds from the Government. More than a third of the 68 Danish volunteers are teachers; others serve in agriculture, community development, building, health, and office-administration projects in Algeria (2), Tanzania (27), Ghana (2), Morocco (2), Peru (1), India (1), Thailand (2), Kenya (4), Zambia (2), Nigeria (3), and Uganda (2); 20 Volunteers are now in training.

### France

The Government-supported Association des Volontaires du Progrès has 226 volunteers working in African agriculture and community-development projects. They are serving in the Central African Republic (57), Chad (30), Dahomey (16), Gabon (38), Niger (33), and Togo (19); 33 volunteers are training for service in the Ivory Coast.

### Germany

The Government's voluntary-service organization, Deutscher Entwicklungsdienst, sends volunteers abroad to serve in teaching, agriculture, slum clearance, building, health service, social work, and automobile repair projects. A total of 133 German volunteers are working in Afghanistan (36), India (8), Tanzania (34), Libya (15), Chile (2), and Brazil (1). Volunteers for Chile (15), Brazil (18), and Peru (4) are in training.

### Israel, Italy, Japan

Israel, Italy, and Japan are in the planning stages of national volunteer-service programs.

### Netherlands

The Netherlands has a Government-sponsored program, Jongeren Vrijwilligers Programma, that sends volunteers abroad to work in community development, agriculture, auto repair, and trades-training work. There are 73 Dutch volunteers serving in Cameroon (18), Brazil (14), Colombia (33), and United Nations Relief and Works Agency-Middle East (8); in training are 25 volunteers for the Ivory Coast, 7 for Nigeria.

### New Zealand

Volunteer Service Abroad is a private organization that receives a small Government contribution. Volunteers work in teaching, agriculture, health, and construction projects in Malaysia (14), Thailand (7), India (2), Samoa (4), Solomon Islands (4), New Hebrides Islands (1), and other Pacific islands (8).

### Norway

The Norwegian Peace Corps (Fredskorps) has 60 volunteers doing nursing, teaching, and social work in Uganda.

### Sweden

Sweden has approved the establishment of a program under the Department for International Assistance. The first volunteers will begin training this

Peter Lowe, a New Zealand volunteer, drives a 'cat' in a school-building project in northeast Thailand.

summer for assignments in school construction and health programs in Ethiopia, and agriculture and home-economics programs in Zambia.

### Switzerland

Under a Government program called Volontaires Suisses Pour le Developpement, 27 volunteers are working in construction, co-operatives, trade education, and community development in Tunisia (11), Dahomey (6), and Cameroon (10).

### Philippines

Operation Brotherhood, supported both by the Government and by private sources, has 122 volunteers in Laos in medical, agricultural, and social-work projects.

### United Kingdom

Four voluntary societies, privately administered (the Government will supply 75 per cent of 1965 program funds), send volunteers overseas. There are 888 British volunteers in teaching, community development, agriculture and medical projects, divided among Voluntary Service Overseas (706), United Nations Association (96), National Union of Students (49), and International Voluntary Service (37). They serve in the following areas:

AFRICA — Algeria (12), Basutoland (10), Bechuanaland (19), Burundi (1), Cameroon (10), Central African Republic (2), Chad (1), Congo (5), Ethiopia (4), Gambia (6), Ghana (54), Guinea (3), Ivory Coast (5), Kenya (48), Libya (3), Malagasy (2), Malawi (28), Mali (5), Morocco (1), Mauritius (5), Niger (3), Nigeria (108), Senegal (4), Sierra Leone (33), South Africa (2), Southern Rhodesia (20), St. Helena (2), Sudan (6), Swaziland (4), Tanzania (50), Togo (2), United Arab Republic (1).

FAR EAST — Brunei (2), Ceylon (1), Fiji (7), Gilbert and Ellice Islands (3), Korea (3), Laos (4), Malaysia (69), New Hebrides (3), Papua/New Guinea (13), Philippines (3), Solomon Islands (14), Thailand (19), West Pacific (4).

LATIN AMERICA — Argentina (1), Barbados (1), Bolivia (16), Brazil (3), British Guiana (9), British Honduras (11), Cayman Islands (2), Chile (4), Colombia (5), Falkland Islands (2), Jamaica (18), Mexico (1), Peru (10), Uruguay (2), Venezuela (20), Virgin Islands (1), West Indies (12).

NEAR EAST/SOUTH ASIA — Aden (4), Afghanistan (2), Iran (4), Israel (3), Jordan (8), India (61), Lebanon (3), Pakistan (30), Saudi Arabia (1).

### United States

In addition to the Peace Corps, which had 8506 Volunteers abroad in 45 countries as of April 30, there are many privately administered U.S. agencies that send volunteers abroad in a variety of fields, many under religious sponsorship. Three major organizations sending volunteers abroad are:

**ACCION**, founded in 1960, which operates in the U.S. and in Venezuela, affiliated with the Institute of International Education, New York. Since its inception ACCION has recruited 110 North American volunteers and the same number of Venezuelans to work with slum dwellers through self-help and community action.

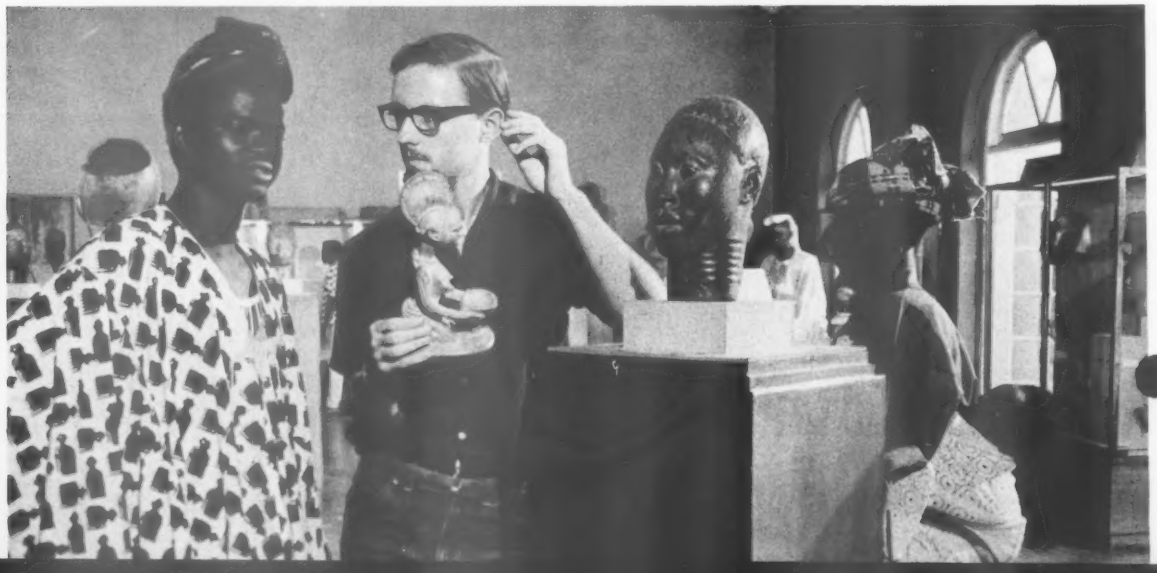
**International Voluntary Services, Inc.**, with headquarters in Washington, D. C., was founded in 1953 and currently has more than 150 volunteers doing work in agriculture, secondary education, community development, soil conservation, and medicine in Algeria, Cambodia, Laos, and Vietnam; volunteers also work in Arab refugee schools in Jordan, Syria, and Lebanon with the United Nations Relief and Works Agency; work in Latin America is planned. Programs are financed by government contract and private subscription.

**Voluntary International Service Assignments** (VISA), established in 1961, is a program of the American Friends Service Committee, and is supported by voluntary contributions. VISA volunteers are serving in West Germany, Guatemala, India, Tanzania, and the U.S., teaching literacy, hygiene, nutrition, crafts, domestic science, and doing youth and other community service; acting as hospital aides, and working in construction and agricultural projects; term of service is two years.

### Domestic Programs

The following countries have or are planning volunteer organizations to work within the country: Chile, El Salvador, Ethiopia, India, Jamaica, Kenya, Korea, Peru, Philippines, Tanzania, Thailand, Vietnam, the United States, and Zambia.

Robin Farquharson, 19, a member of the British Voluntary Service Overseas, came to Nigeria on an architectural survey, now is assistant at Ife Museum of Antiquities. Here he discusses wood carving with a museum attendant.



Charles Patterson

Diana MacArthur

Gerald Bush

Robert Freeman

Joseph Hays

Walter Davis

Recent staff changes have affected these six persons at the Peace Corps in Washington—see stories below and on page 5.

## Change in Execsec

Gerald W. Bush, formerly a Peace Corps Training Officer, has been named Executive Secretary of the Peace Corps.

Bush, 28, succeeds Samuel F. Yette, who served in the position since July, 1963. Yette is now special assistant for civil rights in the Office of Economic Opportunity. He is in charge of insuring fair-employment practices throughout the antipoverty programs overseen by O.E.O.

As Executive Secretary, Bush coordinates activities of the Director's office, assists the Director in policy implementation, and acts as a sergeant-at-arms over the agency's several offices and divisions.

A native of San Francisco, Bush came to the Peace Corps in March, 1963, after serving as a staff member for the Committee on Foreign Affairs Personnel under Christian Herter, former Secretary of State. He has also been a professional swimmer and swimming coach and an administrative assistant for the California State Chamber of Commerce.

He holds a B.A. in political science from the University of Santa Clara, granted in 1958, and an M.A. in the same field from Claremont (Calif.) College, granted in 1959. He did additional graduate work at the University of California in Berkeley and worked there as a teaching assistant and research fellow.

Bush is married and has three children.

## Hays for the Hill

A former labor-relations administrator has been appointed Chief Congressional Affairs Officer for the Peace Corps.

Joseph A. Hays, who has been with the Kennecott Copper Corporation for the past five and a half years, suceeds Wilson McCarthy, now with Metro-Goldwyn-Mayer.

Hays is a native of Indiana. He holds a journalism degree from Utah State University, granted in 1953, and a law degree from Indiana State University, granted in 1959. From 1953-55 he was an Air Force officer with the Air Training Command. He is widowed, and has a four-year-old daughter.

As Congressional Affairs Officer, Hays assists Congress with Peace Corps legislation, provide service to members of Congress in representation of constituents, and inform Representatives and Senators of activities of Peace Corps constituents.

## A Deputy for DVS

New Deputy Director of the Division of Volunteer Support is Walter Davis, formerly Chief of the West Africa Division in the Peace Corps Africa Regional Office.

Davis suceeds Murray W. Frank, who has joined the faculty of the Columbia University School of Social Work.

A native of Georgia, Davis received a B.S. degree in agricultural economics from the University of Florida in 1948. He was agricultural attaché to the United States missions in the Philippines and Malaya from 1955 through 1960, and served as an adviser to the U.S. delegation to the 14th General Assembly of the United Nations Economic Commission for Asia and the Far East before coming to the Peace Corps in August, 1961. Before joining the West Africa Division, he was Chief of the Regional Programming Office and Acting Chief of the French Africa Division. He helped set up Peace Corps programs in Liberia and Sierra Leone in 1961. Davis is married and has two sons.

## Photos Needed for Book

An appeal for photographs from Volunteers was issued last month by Harris Wofford, Associate Peace Corps Director for Planning, Evaluation, and Research. Wofford said his office was interested in gathering material for a projected book of photographs conveying "The World Through the Eyes of the Peace Corps."

Volunteers were asked to submit a selection of up to 10 photos apiece illustrative of the culture and people of host countries. Both color transparencies and black-and-white prints and negatives are acceptable. The request is also directed to former Volunteers and staff members. Volunteers may forward pictures to Washington through Representatives. Material will be returned on request, Wofford said; he asked that pictures be accompanied by clear identifications as well as the name and address of the sender. Photos should be addressed to Peace Corps Photo Pool, Peace Corps, Washington, D. C. 20525.

## Foresters' Help Asked

A California forestry professor has asked the help of Volunteer foresters in gathering material on tropical forestry.

Rudolf W. Becking, an associate professor of forestry at Humboldt State College, Arcata, Calif., has asked for references about tropical forestry giving general forestry surveys and most important timber species, volume and yield tables, and representative photographs of landscape, tree species, timber extraction, and forestry-management practices.

Becking is planning a course on tropical forestry to be given this fall at Humboldt State. Volunteers who would like to offer information may address him in care of the college's Division of Natural Resources, Forestry Dept., Arcata, Calif.

# Career Opportunities

Each month the Peace Corps Career Information Service sends to Volunteers a bulletin listing post-service career opportunities. Volunteers who are in their second year of service may register with C.I.S. for individual assistance; registration cards are available from Peace Corps Representatives. Inquiries should be addressed to C.I.S. in care of the Division of Volunteer Support, Peace Corps, Washington, D. C. 20525. Reprinted below is a selection from the current C.I.S. bulletin, which should be consulted for complete listings and other information.

## Teaching

**Melbourne High School,** an ungraded high school of 1500 students located in the Cape Kennedy, Fla., complex, would like to employ 10 returning Peace Corps teachers. Minimum requirement is a bachelor's degree; specific license requirements will be evaluated by the Department of Certification in Tallahassee, Fla. Salary credit is given for teaching while in the Peace Corps; beginning salaries are from $4750 for a bachelor's degree and no experience. Write to B. Frank Brown, Principal, Melbourne High School, 1050 Babcock St., Melbourne, Fla. 32901.

**Rich Township High School** district, located 30 miles south of Chicago and composed of 5 residential communities, would like to hear from returning Volunteers. Openings are anticipated in all fields. Direct inquiries to James C. Olsen, Chairman, Division of Language Arts and Social Studies, Central Campus, 203rd and Governors Highway, Olympia Fields, Ill. 60461.

**North Rose Central School,** midway between Rochester and Syracuse, welcomes applicants for teaching vacancies in girl's physical education, homemaking, junior-high social studies, senior-high social studies, general science and chemistry combination, grade four, and one teacher for special work with lower-grade pupils. The salary schedule begins at $5000 and extends to $8700, with many fringe benefits. Direct applications to Paul J. Edinger, District Principal, North Rose Central School, North Rose, N.Y. 14516.

**The Experiment in International Living** will have several administrative staff and teaching positions open in August and September. These positions for work with Peace Corps training projects will be for indefinite duration. Both staff and teaching personnel in the field of teaching English as a foreign language are needed (salary $5000 to $6000). Other openings are for an administrative assistant ($4500 to $5500) and an assistant director of training, male or female (approximately $7000).

**Job Corps Training Center,** Camp Parks, Pleasanton, Calif. 94566 (in the San Francisco area), seeks men and women for immediate 12-month openings in the areas of teaching, counseling, and vocational education. A bachelor's degree is required, although a teaching credential is not. Salaries are from $7500 for the 12-month period. Volunteers should write to Dr. R. C. Niederholzer at the above address or at his home address at 1711 Rose St., Berkeley, Calif. 94703.

**Trust Territory of the Pacific Islands** is strongly interested in hiring as many as 20 returning Volunteers as teachers for the coming year. A bachelor's degree and two years of Peace Corps teaching are required; certification is not required. The Trust Territory has 22,000 school children. Apply to James E. Hawkins, Assistant Commissioner for Education, Trust Territory of the Pacific Islands, Saipan, Mariana Islands 96950.

**Virgin Islands,** Department of Education, is interested in receiving applications from Volunteers who hold a college degree and who have completed satisfactory teaching service in the Peace Corps. Instructors are required for plumbing, distributive education, carpentry, and the secondary-school division. For these positions candidates may substitute relevant work experience for a college degree. Preference is given to single applicants or to married couples with both husband and wife interested in teaching. Because of travel costs, recruitment is limited to persons living east of the Mississippi. Salary is $4600 per year plus $100 for every nine semester credits beyond degree, and round-trip fare for those who remain for two years. For a master's degree, salary is $5400. Applications and additional information can be secured from Miss Huldah A. Joseph, Deputy Commissioner for Curriculum and Instruction, Department of Education, P.O. Box 630, St. Thomas, Virgin Islands 00802.

**Office of Far East Programs,** U.S. State Dept., is recruiting English teachers and a variety of specialists for positions in the Far East. Appointments to teach high-school students in rural areas are for 11-month periods. Openings are immediate or for as late as August. Candidates must be single and should have a bachelor's degree; they need not have taught in the Peace Corps to qualify. Teachers will receive $700 per month, plus transportation and post-exchange privileges. Under the American Specialist program, appointments are from 3 to 12 months. Persons with sports and youth skills (any recreation or related abilities), musicians, labor organizers, trained librarians, and persons with radio and television skills (French speaking) are sought for this special program. Apply to Klaus Loewald, State Department, Office of Far East Programs, Room 5813, New State Office Building, Washington, D. C. 20520.

## Education

**Brandeis University** has established a fund to provide scholarship and fellowship assistance for returning Volunteers. This assistance is available at either the undergraduate or graduate level, for those who qualify academically. Request for additional information may be directed to the Office of Financial Aid, Brandeis University, Waltham, Mass. 02154.

**Kent School of Social Work** at the University of Louisville has reserved a stipend of $1800 plus tuition for any Volunteer who has successfully completed his two years of service and is interested in a degree in social work. The school offers several unique opportunities in Kentucky, including a field unit that operates in eastern Kentucky in the Appalachian Mountains, and another one that works with the Narcotics Hospital in Lexington. The school also is willing to help returned Volunteers find a career in social work. Write directly to Dean Kenneth W. Kindelsperger, Kent School of Social Work, University of Louisville, Louisville, Ky. 40206.

**Department of Special Education** of Yeshiva University offers graduate fellowships leading to the doctorate (Ph.D. or Ed.D.) in special education, with emphasis on the problem of mental retardation. Two overlapping programs are involved: one, funded by the National Institute of Mental Health, focuses on training for a career in psycho-educational research on the retardation problem; the second, funded by the U.S. Office of Education, trains essentially for a career in higher education. Both programs are largely interdisciplinary in nature, employing a wide range of university facilities and affiliated agencies such as Einstein College of Medicine and Kennedy Child Study Center. In addition, master's-level fellowships for the training of personnel in the education of seriously emotionally disturbed children are being offered, through a grant from the U.S. Office of Education. Volunteers and returnees with training or field experience in primary education are particularly invited to inquire of the Department of Special Education, Yeshiva University, 110 W. 57th St., New York, N.Y. 10019.

**Franconia College,** Franconia, N.H., a small (150 students) liberal arts college in its second year is offering internships to provide experience and training in college teaching and administration. The college is oriented to the humanities and to the development of a climate in which the basic assumptions and structures of higher education can be examined. Interns work and live in the college community for one academic year (there are several possibilities open for the beginning of the academic year this June 21, rather than September 1, as the college is developing a summer program for gifted high school juniors). Interns are paid between $2000 and $4000, depending on their degree of involvement. Those interested should immediately send transcripts and three references listing past employment, a detailed description of current activities and references, and a summary of current professional goals to Richard R. Ruopp, Dean and Acting President, Franconia College, Franconia, N.H. 03580. Selections will be made by early June.

**Vocational Rehabilitation Administration** of the U.S. Department of Health, Education, and Welfare offers traineeships to selected students in several professions concerned with preparing physically or mentally disabled persons for employment. Traineeships cover tuition, registration fee, and part or all of the student's living expenses. Additional information and names of schools offering specific courses are available from the Division of Training, Vocational Rehabilitation Administration, Department of Health, Education, and Welfare, Washington, D. C. 20201. Attention Cecile Hillyer.

## Government

**Commonwealth Service Corps,** a domestic "Peace Corps" for Massachusetts, has several positions available, including an opening for a program co-ordinator in the area of public health, public welfare, and public housing (starting salary $6468); another position in the field of mental health is anticipated in June (starting salary $5990). A program co-ordinator brings together the program concept, the agency, and the volunteers into an effective working project. He also has the responsibility of developing programs across the state in co-operation with the regional directors. Service corpsmen agree to serve a minimum of 12 hours a week for one year in the project assigned. Several Community Action technician positions are also open in the antipoverty program. The function is to assist cities and towns in devising and developing antipoverty Community Action programs. Experience or education background in community organization, program development or the following fields—health, family welfare, low-income housing, remedial education, and work training—would be helpful. One person will be working out of a regional office in southeastern Massachusetts, probably Fall River, and two or three out of Boston, travelling to more distant communities. There is one opening for a senior technician ($8845) and three for junior technicians ($7098). Men are preferred for all of the above positions but women will be considered. Massachusetts residents are given preference. Address inquiries to John C. Cort, Director, Commonwealth Service Corps, 15 School St., Boston, Mass. 02108.

**Bureau of Indian Affairs** is recruiting for an Adult Education Specialist Trainee on the Fort Peck Reservation, Poplar, Mont. This person will survey Indian communities to determine the adult Indian's individual needs and interests in education. He will organize discussion and study groups and prepare special materials suited to the interest and capabilities of specific groups. Applicants must have a college degree which includes 18 semester hours in professional education, of which six must have been in a combination of two or more of the following: adult education, elementary or secondary administration or supervision, home economics, vocational methods, educational sociology, or rural education. Applicants will be considered from $5000 to $7220 depending on experience. Submit a Form 57 and a copy of successful Civil Service examination rating, obtained within the past five years. Send application to C. E. Vandegenachte, Area Personnel Officer, Bureau of Indian Affairs, 804 N. 29th St., Billings, Mont. 59101.

**Communicable Disease Center,** Phoenix, Ariz., needs research laboratory technicians to conduct research, particularly among Indians, in hepatitis and enteric diseases. Volunteers with degrees in biology or bacteriology are sought. Apply to George Glover, Personnel Officer, Communicable Disease Center, Atlanta, Ga. 30302.

**Alaska State Housing Authority** has openings for Area Relocation and Property Management Officers who would be located in Anchorage but would be required to do considerable travelling (salary $12,612); a Business Relocation Officer to reside in Anchorage and handle unusual and complex business moves throughout Alaska (salary $14,208); Local Relocation and Property Managers in Anchorage, Cordova, Kodiak, and Seldovia (salary $10,368); and Relocation Specialists to work in Anchorage and Juneau (salary $9084). In most cases the Authority feels that Peace Corps experience will qualify applicants for the latter two positions. They will also provide on-the-job training in spe-

cific relocation and property-management procedures. Those interested should send résumés to the Alaska State Housing Authority, P.O. Box 179, Anchorage, Alaska 99501.

**California Counties—Public Social Service.** Positions are available in county social-services in California for public-welfare programs in the state which include services to children; to blind, disabled, aged, and unemployed persons; and to disadvantaged families. Selections for positions will be made on the basis of competitive examination. The examination is the California Counties Social Work Entrance Examination, normally given only in the spring and fall of each year; there will be a special administration of the examination for 1965 Peace Corps returnees at the end of the summer. Applications for this exam should be filed by late June or early July. The August examination will be given in Los Angeles, San Francisco, and Sacramento. Volunteers should give their home addresses on applications. Applications may be obtained from C.I.S. or by writing to W. F. Schwegel, Co-operative Personnel Services, California Counties Examining Program, 801 Capitol Mall, Sacramento, Calif. 95814.

**California State Government.** Special arrangements have been made for Peace Corps Volunteers returning in the late spring and summer of 1965 who meet the requirements for employment in the fields of economic and social research, vocational and correctional rehabilitation, and property acquisition and management to take an examination in late August. Announcements and applications for the exam are available in overseas Peace Corps offices or from C.I.S. Volunteers interested in California State employment generally are invited to write, sending a brief résumé, to Alden L. Brock, Chief, Recruitment and Field Services Division, California State Personnel Board, 801 Capitol Mall, Sacramento, Calif. 95814.

### Other

**American Field Service** is a private, nonprofit organization engaged in bringing foreign students between the ages of 16 and 18 to this country for one year to live with American families and attend high school in their senior year. About 3000 students have been brought annually for the past three years. At present, the service is seeking men to work in training positions as area supervisors or assistant area supervisors. Salary for the approximate one-year training period is $4680 for a recent college graduate. A successful trainee may expect $5200 to $6000 the second year. Write for information to Miss Sally Howells, American Field Service, 313 E. 43rd St., New York, N.Y. 10017.

**Neighborhood Centers Association** of Cleveland would like to hear from Volunteers interested in its several programs. Their needs include teachers for pre-school children, youth workers, adult workers, and community organization workers. Salaries range from $5000 to $8500. For additional information, write Elizabeth Lewis, Assistant Director, Personnel, Neighborhood Centers Association, 2123 E. 9th St., Cleveland, Ohio 44115.

**American National Red Cross** seeks returning Volunteers for a variety of positions. Opportunities are available for social workers and recreation workers in the program of services to the armed forces both in the United States and overseas. In this country, field representatives assist local chapters with their programs; disaster representatives are assigned to communities suffering from man-made or natural disasters; and safety-services representatives carry out educational programs through schools and communities. There are openings for public health nurses, and for nurses to staff the 56 regional blood centers. Write Norman A. Durfee, National Director, Personnel Services, The American National Red Cross, National Headquarters, Washington, D. C. 20006.

**Baltimore Public School System** will need a number of teachers for the next academic year and is anxious to hear from returning Volunteers. They are able to give salary credit for Peace Corps teaching and also that done previously in other school systems (limited to eight years at the present time). The starting salary for a person with a bachelor's degree and no experience is $5200. They are also able to place individuals with no credentials in certain positions while they are taking the necessary courses. Write to Kenneth Horvath, Director of Personnel, 3 E. 25th St., Baltimore, Md. 21218.

# *Memorandum*

TO : The Field DATE: May, 1965

FROM : The Editors

SUBJECT: Winnie in Pornacopia; Bread & Jam in Iran

**A syndicated American comic strip** entitled "Winnie Winkle," which is about as true to life as the name suggests, has had its heroine involved with the Peace Corps for the last few weeks. Winnie was engaged by the Peace Corps "to teach basic fashion skills" to inhabitants of a South Pacific island called "Pornacopia." Winnie's motives and actions are always pure as the driven snow, but some doubt was cast upon the motives of the strip's artist recently when a newspaper editor reflected upon the name of the mythical island. *"Porna,"* he discovered, could be derived from the Greek word for "prostitute," and *"copia,"* the same for "an abundance of." The syndicate announced that future references will be only to "that island." Meantime, a few editors said they would chisel the "Por" from existing installments of the strip (which is prepared long in advance), making the name of the island an unmeaningful "Nacopia."

□ □ □

**How long can a Volunteer survive** on bread, jam, and tea? Mrs. Jack Frankel, wife of the Deputy Director in Iran, thought it might be interesting to see. But after one such meal at the home of two newly arrived male Volunteers, Mrs. Frankel along with Mrs. Cleo Shook, wife of the Director, and other staff wives decided to organize classes to give all newcomers helpful advice in a three-hour session of lectures and demonstrations on such arts as cooking on a kerosene stove, converting kilos to pounds, scrambling eggs, and cutting up a chicken.

The Peace Corps staff wives have even compiled a book of simple recipes based upon what foods and cooking utensils are available in Iran. According to Mrs. Frankel, however, such a collection seems to overwhelm the majority of would-be cooks, and she has reached the conclusion that the one-recipe-at-a-time method may be better for the purpose of helping to ease Volunteers gradually into the rigors of preparing a balanced meal without the use of Bisquick and Stouffer's frozen dinners.

□ □ □

**LIFE recently featured an article** on a new U.S. fad—skateboards. The story described the menace of the skateboards, including a couple of open-wound pictures for which the magazine is well known, showing what can happen to you if you take a skateboard spill. For one Peace Corps official, the story rang painfully true. Frank Mankiewicz, Regional Director for Latin America, survived two and a half years as Peace Corps Director in Peru without a scratch. Last month at his suburban Washington home he fell from a skateboard and broke his ankle.

□ □ □

**The Bavarian Mint in Munich,** West Germany, has struck a handsome series of commemorative medals honoring President John F. Kennedy and Sargent Shriver for their establishment of the Peace Corps. The medals have been placed on sale throughout West Germany, and range in cost from $6 to $315 for 21-carat gold; a sterling-silver coin is available at $5.

## A True LIFE Story?

*(Continued from page 2)*

*strengths and issues of our society.* Eighty per cent of terminating Volunteers state on completion-of-service questionnaires their attitudes toward the U.S. have changed, mainly for the better. Basically, they tend to accept the responsibility for working for needed change in all our institutions, but are unsure as to how they can function to effect change in the American bureaucracy.

• *Peace Corps Volunteers do not want a lobby or a veteran-like organization.* At the Returned Volunteer Conference, participants said that they wanted to work out their own problems as individuals or small groups, and believed they could make the greatest contributions to our society in this way. They want to shed the tag of "Volunteer" and become responsible citizens helping to solve social and economic problems of the U.S. and the world.

From these and other facts, I would conclude that the "problems" of adjustment headlined in *Life* are ambiguous and suggestively atypical.

There are problems of reacculturation, to be sure, that affect any American, young or old, in returning to his own culture after even a mild encounter with another culture. The question may be asked: Do Volunteers really want to adjust, and by so doing, fall into the background or rut of society, or do they want to be on the forefront of decisions about the significant changes that will be occurring in our society in the last third of the twentieth century?

Donald N. Michael, Resident Fellow of the Institute for Policy Studies in Washington, D.C., suggests that having had an emotional and intellectual experience of this intensity, Volunteers may never again know complete contentment and satisfaction. If this is so, the Peace Corps has contributed toward producing a rare thing—the educated man.

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### The Things You Remember

Funny the things you remember
When they are no longer there
Like the crisp cold days of December
And a beat up old easy chair

The wide noisy streets of the city
Sounds of the church bell's chimes
Movies you thought were so witty
The bulk of the Sunday *Times*

An old TV set in the corner
Glowing with eerie blue light
The cowpoke who says he's a goner
And the diner that's open all night

Kids in the pool with a tire
The soft fuzzy skin of a peach
Marshmallows dropped in the fire
Warm summer days at the beach

The ol' midnight raid on the icebox
A ham-and-cheese sandwich on rye
The Dodgers, the Cards, and the White Sox
And a band on the Fourth of July

Street corner Santas who shiver
Buses that toot and whiz by
Motor boats out on the river
Vanilla ice cream on your pie

If this is the way that life should be
What good has it done me to roam?
Perhaps for what it has taught me:
It has made me appreciate home.

—Ann Rosenblatt Moskovitz
Reprinted from the *East Pakistan Peace Corps Journal*

Biology students at a girls' secondary school in Johore Bharu, near Singapore in Malaysia, look at a diagram of the human blood system explained by Volunteer Flavia Williams (Baltimore), a 1964 graduate of Bennett College, Greensboro, N. C.

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